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17. ABSTRACT (MAX. 250 WORDS) The plan for the symposium was developed after discussions to determine areas of information that would aid all tutors, to determine whether large scale training was feasible or advisable, and to determine how the symposium could serve as a pilot for future training and orientation by the Office of Tutoring Services. The symposium was devoted to tutoring and information regarding schools, characteristics of the underprivileged, and relations between the two.

The program consisted of the following speeches: "The Role of Teachers and Community Workers in Depressed Areas" by D. Carl Marburger; "Educational Leadership for the Improvement of Urban Schools and Community Agencies" by Dr. Daniel Schreiber, who discussed problems of dropouts, responsibilities of and challenges to education in the contemporary society, examples of successful preschool programs, efforts to improve reading achievement, staffing of inner city schools, and placement and predictive testing; and "Tutoring the Disadvantaged Child" by Dr. Frank Riessman, who considered the role of the tutor, the specialized knowledge he must have of the disadvantaged child's environment and learning style, and illustrations of effective teaching styles and techniques.

Topics for a panel discussion on the four dimensions of tutoring were: "Understanding the School Framework" by Dr. Irene Hypps, "Perspectives on the Tutor in the Tutoring Relationship" by Dr. H. A. Meyersburg, "What Is Success?" by Dr. David Iwamoto, and "Bringing Excitement to the Learning Experience" by Dr. Arthur Pearl.

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ED002536

CONTENTS

Introduction iii

Program of the Symposium vii

Invocation viii
Rev. John C. Haughey, S.J., Professor of Theology
Georgetown University

Address: Dr. Carl Marburger
The Role of Teachers and Community Workers in
Depressed Areas A-1

Address: Dr. Daniel Schreiber
Improvement of Urban Schools and Community Agencies B-1

Address: Dr. Frank Riessman
Tutoring the Disadvantaged Child C-1

Panel: Tutoring - The Four Dimensions

Dr. Irene Hypps
Understanding the School Framework D-1

Dr. H. A. Meyersburg
Perspectives on the Tutor in the Tutoring Relationship.. D-7

Dr. David Iwamoto
What is Success? D-16

Dr. Arthur Pearl
Bringing Excitement to the Learning Experience D-22

INTRODUCTION

The Tutor Orientation Symposium, held October 15, 16 and 17, 1964 at Georgetown University, was the first effort of the newly formed Office of Tutoring Services to provide a general orientation for all volunteer tutors in the Washington metropolitan area. This Office, formed by, and for the servicing of, programs involving a broad range of volunteer tutoring activities, operates under the auspices of the Health and Welfare Council of the National Capital Area, and is supported by funds from private foundations. The office received great help from the Georgetown University Community Action Program in arranging this Symposium.

Background of the Office of Tutoring Services

From October, 1963 until the Office of Tutoring Services (OTS) was opened in July, 1964, representatives from 51 tutoring and related programs in the Washington area met at various times to discuss the formation of a central office to support their programs. Participants at these meetings, representing programs in schools, churches, neighborhood centers and homes, recognized increasingly the need for an exchange of experience and information about each other and the problems common to all groups. The meetings which were held revealed the existence of much more tutoring than had been supposed, and developed the fact that existing and new programs could be greatly strengthened and expanded by the assistance of an office which could provide the following services:

1. Act as a source of information for and about tutoring programs in the National Capital Area.
2. Recruit volunteers for tutoring in these programs.
3. Provide consultation and advice to existing or new tutoring groups.
4. Encourage the formation of new tutoring groups.
5. Develop a library of literature useful to tutoring programs.
6. Assist in providing transportation for tutoring groups for which this service is crucial.
7. Sponsor special events to benefit tutoring activities, such as symposia and lectures.
8. Encourage research and evaluation of tutoring programs.

The Symposium

The plan for the symposium was developed after considerable discussion to determine which areas of information would be valuable to all tutors, whether large scale training was either advisable or feasible, and how this symposium might be used as a pilot for future training and orientation activity by OTS. The program reflects the view that an intelligent and informed approach to the task of tutoring underprivileged children greatly facilitates effective tutoring. The main day of the Symposium was devoted to the subject of tutoring specifically, while the evening sessions covered relevant information regarding the schools, characteristics of the underprivileged and the relation between the two.

The Symposium was attended in all by more than 800 persons, including observers from other cities and the local school systems and government offices.

Dr. Marburger and Dr. Schreiber prepared their speeches for presentation at the Symposium on Education and Big City Problems, a conference for professional teachers taking place at Georgetown University during the daytime on October 15 and 16. The Tutor Orientation Symposium was very fortunate that Drs. Marburger and Schreiber agreed to repeat their speeches, which were of particular interest to the volunteer tutors, at the evening sessions.

Dr. Frank Riessman, the principal speaker on the main day of the Symposium, was invited specifically for the tutors; he provided a stimulating speech and has continued to offer suggestions and encouragement to the Office.

The panel, which was chaired by Benjamin Henley, Assistant Superintendent of D.C. Schools and Director of the Urban Service Corps, was made up of speakers intimately familiar with tutoring programs in the Washington area.

The Problem Clinics

The Problem Clinics were viewed as experimental sessions in training for different aspects of the tutoring situation. Since these were primarily discussion sessions not based on formal papers, no transcript is included in this volume. Further work is now being done on the basis of these sessions to improve training for tutors, and for program administrators.

We are very grateful to those who directed these workshops for their thoughtful aid and continuing assistance:

A Tutor's Role in Teaching Reading

Chairman: Vera C. Pratt, Office of Tutoring Services
Members of the Staff of the Reading Clinic of the D. C. Public Schools:
  Mrs. Pauline Altman
  Miss Lelia Head
  Miss Judith Thelan
  Mrs. Louise Trawick

Administration of Tutoring Programs

Chairman: William Grinker, Special Assistant to the Director United Planning Organization
Mrs. Annette Reid, Supervising Director of Urban Service Corps
Miss Jane Hardin, Education Director of Friendship House and Coordinator of 1500 Block Tutoring Program
Mr. James Hostetler, Chairman, Tutoring Services Advisory Board and Chairman, Richardson Tutoring Program, YWCA

Development of Mathematical Capacity in Students

Dr. Malcolm W. Oliphant, Assistant Professor of Mathematics Georgetown University, and staff

Problems Between Tutor and Pupil

Dr. H. A. Meyersburg, Assistant Clinical Professor of Psychiatry, Georgetown University, and Volunteer with Kengar Program

TUTOR ORIENTATION SYMPOSIUM

Co-Sponsored by Georgetown University and the Office of Tutoring Services

All events will be held at Gaston Hall, Georgetown University

PROGRAM

October 15 8:30 ADDRESS
The Role of Teachers and Community Workers in Depressed Areas
DR. CARL MARBURGER, Detroit Great Cities School Improvement Program

October 16 8:30 ADDRESS
Improvement of Urban Schools and Community Agencies
DR. DANIEL SCHREIBER, Director, NEA Dropout Project

October 17 9:30 ADDRESS
Understanding the Climate of Deprivation
DR. FRANK RIESSMAN, Einstein School of Medicine, Author of "The Culturally Deprived Child"

10:45 PANEL: TUTORING - THE FOUR DIMENSIONS

Understanding the School Framework: Dr. Irene Hypps, Assistant Superintendent for Pupil Personnel Services, D.C. Public Schools

Perspectives on the Tutor in the Tutoring Relationship: Dr. H. A. Meyersburg, Assistant Clinical Professor of Psychiatry, George Washington University and Volunteer in Kengar Program

What is Success?: Dr. David Iwamoto, NEA Research Division and Volunteer for the "A Future for Jimmy" Program

Bringing Excitement to the Learning Experience: Dr. Arthur Pearl, Research Director, Howard University Center for Youth and Community Studies

1:30 PROBLEM CLINICS

1. A Tutor's Role in Teaching Reading
2. Administration of Tutoring Programs
3. Development of Mathematical Capacity in Students
4. Problems Between Tutor and Pupil

INVOCATION:

LET US PRAY

Eternal Father of us all
accept the well-meant efforts which we your children
have made and are making
for your other children
who are less advantaged than ourselves,

endow us with the wisdom we need
to guide your little ones
to a deeper and truer mental landscape,

and by your gracious assistance,
help us to carry on this work
which we have begun

and bring it to the fruition
which is within our power,
the fruition of seeing in each child
with whom we work
the gradual flowering of the personality
your Will intended from all eternity
before the disfigurement etched by human weakness

help us to see that concern for these, your children,
is love of you.

AMEN

Rev. John C. Haughey, S.J.

THE ROLE OF TEACHERS AND COMMUNITY WORKERS IN DEPRESSED AREAS*

Carl L. Margurber

Teachers, volunteer workers and community workers must be in Sidney Harris' terms, "authentic human beings." Crucial to all their endeavors is the transmission of their authenticity in all human dealings. The authentic teacher cannot play a part, cannot pretend to care, cannot disguise false attitudes and prejudices and be the teacher Ashley Montague calls "the acknowledge legislator of the land."

Certainly authenticity applies to all teachers - teachers in our most advantaged and most disadvantaged neighborhoods. Children in prosperous communities can survive an occasional poor teacher, because of the reinforcement by the home and community. Children in depressed areas often cannot survive the rejecting teacher because the home and community reinforcements are lacking. This is not to suggest that we should condone the hostile human being in any teaching situation, but only to point up that hostility can often be overcome if there are other authentic adults in the lives of youth. The teacher, the volunteer, the community worker are often the principle source of caring in many depressed areas.

---

* Prepared by Dr. Marburger, Executive Administrative Assistant of Detroit, Michigan, Public Schools, for presentation to the Georgetown University Symposium on Education and Big City Problems, October 16, 1964 and also presented, with amendments, to the Tutor Orientation Symposium, October 15, 1964.

Who are the residents of these depressed areas? Who are these disadvantaged?[1]

They are the millions of Americans who have been systematically deprived of equal educational opportunities, and deprived by discrimination and prejudice, by exploitation, and by a growing indifference to social responsibility in our democratic society.

They are the millions of Americans who have congregated in the inner cities of our Great Cities. They are the millions of Americans struggling for existence in the rural areas of the country.

They are "The Invisible Poor" in Dwight MacDonald's terms, those on whom both times and good years have no effect. Constant depression in their lot.

They are the families in which always exists the common denominator of "not enough" - not enough income, information, marketable skills, education, and experience.

Disadvantaged youth, alienated adults, and children with limited backgrounds are certainly not a contemporary phenomenon. They were, however, until the 1940's, dispersed throughout the rural areas of the country or living in ghettos small enough or insignificant enough so that they could be and were effectively overlooked or ignored. World War II with its fantastic manpower

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[1] Modified from the author's paper delivered at the Conference on Disadvantaged in Tuskegee, Alabama, October 25, 1963, "Eliminating Disadvantaged Through Education."

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Proceedings of the Tutor Orientation Symposium

October 15-17, 1964
Washington, D.C.

Sponsored by the Office of Tutoring Services of the Health & Welfare Council of the National Capital Area, and Georgetown University.

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demands and subsequent automation of agriculture drastically modified that condition. The ebb and flow of the rootless which began during the depression swelled to become a major population shift as rural families by the thousands congregated in the large cities. By 1950, one child in ten in those Great Cities was considered to be a child with limited background. By 1960, this figure had grown to one in three and the projection for 1970 is that one child in two will bring varying degrees of disabling disadvantage to the school.

These children have parents who have high aspirations for their youth, or they are parents who are oblivious to educational opportunities or may even reject such opportunities when they do exist. Typically, their children are not enrolled in kindergarten. They miss this vital preparation as well as most of the pre-school experiences which are common in the middle-class home.

The youth from these homes are children who all too often reflect in their school experiences:

Indifference to responsibility
Non-purposeful activity
Poor health habits
Inadequate communication skills
Limited experience of the sort expected by the school such as:
    responsibility, meaningful independence and
    contact with social, cultural, political ideas
    and institutions.

Little mastery of reading skills

A failure syndrome resultant from apathy because of poor adult models, community and neighborhood indifferences and a total experience which offers no precendent for success.

These lacks are reflected in schools by:

Lower achievement rates

Poor attendance

High incidence of behavior difficulties

High drop-out rates

Therefore there results:

Poor employment skills and potential

Limited motivation toward and understanding of civic responsibility

High incidence of dependent citizenry or marginal earning capacity.

The question for educators and all thinking men is how do we prevent this waste - this waste in human potential, this waste in dollars, this waste which so debilitates and erodes the democratic processes and the institutions through which they function?

One means by which the school can begin to make a significant impact on youth in depressed areas is through compensatory education. To compensate means to make up for. For this large segment of the population our society has much to make up for and our schools have much to make up for.

The principle of compensatory education has long been recognized by educators and citizens in the form of a different and additive experience for the physically and emotionally disadvantaged youth. The deaf child needs special equipment and teachers if he is to survive the school situation. In Detroit we put approximately $500 into the education of the "average" child. For the deaf child we put in $1800, and for the cardiac child we put in $1200. The blind, the crippled, and the cardiac child also needs specialized personnel, materials, equipment, and facilities if he is to achieve school success. These additives the taxpaper provides so that the educator can teach. With them, educators have made school success, and the good life, available to the physically handicapped. How ironic that they are unable to do the same for millions of children whose only handicap is the poverty of various kinds they have endured, which makes them unable to learn adequately in school.

Only recently has such compensation been sought for those youth who have less opportunity to complete school successfully because of cultural, experiential or economic limitations. Only recently has compensatory education been applied to older youth and adults, who, through limited experience or faulty education, also need educational additives if they are to become employable, independent citizens.

Financial compensation has been provided to schools with high percentages of disadvantaged youth in many cities. (New York's

"Higher Horizons" Project, the Great Cities Projects in some 15 cities, and projects funded by the Juvenile Delinquency and Youth Offense Control Act of 1961. I was interested to see in the paper today the article on the Cardozo School: "Cardozo Schools Need Twice Amount Spent, Report States."* In most of these cities we have been trying to provide compensatory education at something about 10% above normal cost, so that in Detroit where we spend about $500 per child we have been trying to add $50 to attempt to make a difference. This Harvard team of experts maintain that we need to double or probably even triple the expenditure really to compensate for the lacks in the lives of these children. We spend $1800 for the deaf child; do we also need $1800 for the child who cannot survive the school experience unless he has this amount behink him?) Through these various kinds of compensatory programs, many services have been provided to youth and adults, and significant and appropriate programs have been developed. The key to the success of those services and programs has been the professional personnel involved - the school administration, the teacher, the social worker, and the volunteer worker.

No program of compensatory services, no innovative educational experience, no long term institutional change can take place in any school or school system without effective leadership.

---

* Gerald Grant, The Washington Post, October 14, 1964. This article dealt with the report of experts from Harvard University who were hired as consultants for the proposed Model School System for the District of Columbia.

It has often been stated that the most important single individual in any community is the elementary school principal. I would extend this to all levels of school administration, elementary and secondary. To illustrate, - the most obvious deterrant to enthusiatic and imaginative teaching is the authoritarian who sees his school as an armed camp which admits a school population in the morning, regiments them until early afternoon, and then sends them home, five days a week. More insidious and difficult is the legalist, who represses his staff, who processes each decision with perfect logic and imperfect premises, who operates exclusively through a tight chain of command, who so dampens enthusiasm and subverts innovation that any external assistance provides only short-term, palliative results. The teacher, however, is the key person upon whom the educational system depends. Her behavior and her attitudes, once she closes the door to the classroom determine whether learning, indifference to learning, or rejection of learning take place. The degree to which the critical process of socialization is accomplished is dependent upon her assumptions about teaching, about herself as teacher, and about children and youth. Those perceptions become even more critical when dealing with disadvantaged youth; those youth who often bring to the classroom a value system which is in wide variance from that of the teacher. If in the process of rejecting certain values which are alien to her values she also rejects the child, she reinforces the limitations already pressed upon that child by his home and community. Although some teachers, through prejudice and fear, consciously reject youth who are different, most teachers who reject children do so unconsciously, registering distaste and rejection by the nuances and subtleties of their behavior. Such rejections are the result of ignorance of the environment of the children, and of an emotional commitment to values which say "anyone can make it if they just try", the hollow bootstrap play, which betrays a poor intellectual grasp of sociology, urbanization and the impact of technology, specifically automation. Teachers often view the community of their children through the window of their classroom, or the refuge of their automobile as it speeds them off to the comfort of their homogenized suburb.

The authentic teacher will not so reject children. He will not be the incompetent job-filler whose values are in contrast with the values of education. His motives will not be the moonlighting possibilities in teaching, the possible rapid promotion, the attractive ten month work schedule with two month's vacation. Rather, his motives must be humanitarian. His values must be in accordance with the intellectual and socialization values of education. He must bring to the difficult task of educating all youth a "peace corps" syndrome of energy, enthusiasm, intellectual competence and concern. Such teachers exist. They are found in all schools and school systems.

These are the teachers necessary to make a significant impact on youth in depressed areas. What must a school system do to secure such teachers, keep such teachers and enable them to demonstrate their authenticity?

a. We must be creative enough to devise the ways to eliminate the hostile, the damaging, the incompetent teacher. Nor can we any longer accept the polarization of our positions on merit pay or other means of recognition of superior or inferior teaching.

b. We must learn how to provide meaningful inservice experience for teachers. We must bridge the gap between the theoretical of the university and the reality of the inner city classroom. (Parenthetically, I also suggest inservice education of university personnel involved in the training of teachers.)

c. We must make teaching in the inner city sufficiently attractive so that teachers will want to teach there. Extra pay for teachers is a possible answer, but compensatory books, supplies and equipment, additional back-up personnel, lower class size, the most competent administrators and general support can do more than additional pay.

The personnel placement officers in Detroit have remarked that, "If the Great Cities Project has done nothing else, it has made teaching in the inner city respectable."

d. We must also intensify our recruitment of new teachers, sharpen our skills in the screening of those teachers, develop additional skills in our preservice training programs and broaden the intellectual and experiential base for those prospective teachers. The five-year teacher training curriculum appears essential.

e. We must begin to examine the school in its contemporary context so that the competent teacher can be freed to teach. This means that we must examine the role of the school in this revolutionary period of our history and ask what we are teaching for. We must look at our fact-dominated curriculum and ask if youth can any longer deal with the relatively unsorted debris resultant from that fact-explosion. Only after such an examination can clarity come to the development of appropriate curriculum for all youth.

f. We must affirm that the school and the teacher cannot be all things to all youth and adults. Only as education assists in the catalyzing of those agencies whose function is to serve youth can the schools get out of the food, clothing, welfare and housing areas. Only a combined thrust by all institutions and agencies can make the impact necessary if we are to overcome the debilitating effects of poverty and deprivation. This thrust cannot be accomplished on good will alone. Dr. David Hunter, at the Conference on Urban Education and Cultural Deprivation at Syracuse University in July, brilliantly develops this thesis. He states that we must also mobilize self-interest - the self-interest of mayors, business and trade union leaders and welfare agencies if we expect a coalition that can "produce valid social progress in a community."

Teachers and administrators cannot do the job alone. Schools need the back-up services of additional personnel. Schools which contain large numbers of disadvantaged youth need additional services from school psychologists, speech and hearing technicians, attendance officers, nurses and physicians, and visiting teachers or school social workers. There are, however, shortages of trained personnel of this type, and as a result there is a critical need for teacher aides and classroom management assistants, etc. Creativity should be used in the examination of the role of professionals to determine which of their tasks are critical, and what can be done by aides. In addition, schools in disadvantaged neighborhoods need new kinds of specialized personnel. One such person is a community worker.

School personnel need to be involved in the life of their community. In more privileged areas parents and adults express their interest in education and their aspirations for their children by active participation or, at the least, vocal support of most school-community functions. In disorganized areas, where parents and youth are often alienated from the school, teachers and administrators have neither the time nor the skills to reduce quickly and consistently the barriers between their school and their community and build the working patterns of contact and communication required. They need a competent liaison person to interpret the school to the community and the community to the school. Two such effective liaison workers have been developed in the Great Cities Projects; an indigenous lay worker in Philadelphia and a trained social worker or agency worker in Detroit.

The school-community worker in Philadelphia is a parent who lives in the school community and who may posses minimal formal educational qualifications but has comprehensive knowledge and understanding of the unique problems of his community. He may be bi-lingual if language is a barrier to school-community communication, but he is carefully selected as a person who is respected by both school staff and local citizens. He is aware of family difficulties and effectively translates this information to the school or to appropriate agencies. He also communicates the problems of his school to parents and adults in his community.

The professional school-community worker in Detroit performs many of the same functions as the lay person in Philadelphia. His expertise allows him to work with organizations and community groups in a way which the lay person cannot; but he also has the difficulty of establishing communications with the community, a difficulty which the lay person does not, generally have.

Each of these persons performs invaluable functions for the school staffs. A combination of the skills of both persons would be ideal in schools in depressed areas.

These are schools - based community workers. They can be effective because of their institutional base but the danger is always present that they too can succumb to the bureaucracy.

Other community workers do not have the advantage of the school setting, its proximity to the client, the captive clientele which in the child and his family, or the semblance of a coordinated approach to the solution of problems.

She usually does have, however, a freedom to function without the restraints imposed by the school setting - the restraints of time, schedules, bells, and the rejection of school by her clients.

Both school - based and agency based community workers are essential if we are to begin to make a significant impact on the education of youth and adults in depressed areas. However, because the school, particularly the elementary school, has a defined area and population and a functioning facility, a logical conclusion might be that many kinds of community workers could serve their community from that building. Case workers, group workers, family services and health workers and community organization specialists might use the school as their based of operations. Here are records, facilities, other professionals available for consultation and a host of other advantages. Disadvantages also exist, but can often be surmounted.

The primary disadvantage is the rejection of "social worker types" and detached workers by anxious administrators and teachers. A second disadvantage is the fortress image projected by the school which is perceived by the community as rejection or mistrust (and it often is).

Competent, effective and authentic professionals can resolve both problems. Schools throughout the country have demonstrated that educators and social workers can work side-by-side engaging the critical problems of our times. The solution to the second problem has also been demonstrated in schools in many communities throughout the nation. The school is not a fortress where teachers and administrators show their concern for the community, when the school has been opened to youth and adults beyond the eight to three traditional school hours. The school is not a fortress when curriculum becomes the concern of parents and youth and not just teachers, supervisors and principals. These same teachers and administrators, who have torn down the moat and drawbridge, also welcome the involvement of social workers and agency people in the team approach to the solution of similar problems.

What then is the role of the teacher, the volunteer worker, and the community worker in depressed areas? It is a commitment of time, of energy, of expertise and special skills. It is a knowledge of the needs and problems of disadvantaged youth and a knowledge of self that recognizes strengths as well as weaknesses. It is authenticity as a human being. I refer again to Sidney Harris when he describes that authentic teacher:

> The few teachers who meant the most to me in my school life were not necessarily those who knew the most, but those who gave out of the fullness of themselves; who confronted me face to face, as it were, with a humanhood that awoke and lured my own small and trembling soul and called me to take hold of my own existence with my two hands.

Such persons, of course, are extremely rare, and they are worth more than we can ever pay them. It should be the prime task of a good society to recruit and develop these personalities for safeguarding our childrens futures; and our failure to do so is our most monstrous sin of omission.[2]

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[2] Sidney Harris, The Detroit Free Press, February 4, 1964.

EDUCATIONAL LEADERSHIP FOR THE IMPROVEMENT OF URBAN SCHOOLS AND COMMUNITY AGENCIES*

Daniel Schreiber

The movement of large numbers of persons from rural areas to urban centers and from urban centers to suburbia has created problems for American society the solutions of which call for imagination, creativity and dynamic leadership. The movement into the cities by the rural poor has created what is euphemistically referred to as the "inner city" - one can be found in every city. It is the run-down, dilapidated section of town with poor and old housing, overcrowded schools, high dropout rate, high delinquency and crime rates, and large scale unemployment. It is the words of the North Minneapolis Post, "a community within a community with its businesses and industrial plants. At night, its businesses disperse bootleg liquor and narcotics; and its industrial plants turn out prostitutes, gambling and violence."[1] The exodus to the suburbs, or outlying areas of the city, has created a homogeneous, "organization type" individual whose apparent major educational goal is to get his child into college, preferably a "prestige college".

---

[1] From the North Minneapolis (Minn.) Post, May 9, 1963 as reported in Youth Development Demonstration Proposal of the Community Health and Welfare Council of Hennepin (Minn.) County 1964.

* Prepared by Dr. Schreiber, Director: Project: School Dropouts, National Education Association, for the Georgetown University Symposium on Education and Big City Problems, October 15, 1964, and also presented to the Tutor Orientation Symposium October 16, 1964.

Preceding Page Missing

of education. Negroes constitute less than 12 percent of the area's population.

Harlem, New York is populated almost exclusively by Negroes. A study done by HARYOU, titled Youth in the Ghetto highlights the abysmal conditions under which school age children live. Almost one-half of the children under age 18 are not living with both parents (for New York City it is 17 percent); 22.6 percent are living in families that are receiving ADC subsistence; 53 percent of the adults have less than 9 years of education, and only one-fourth graduated from high school. The juvenile delinquency rate was 10.9 percent (New York City 4.6 percent). In 1961, there were 40.4 narcotic cases for 10,000 population - New York City 0.52 cases per 10,000; the rate of veneral disease cases for youth under 21 years of age was 110.3 per 10,000 (New York City 1.7 cases for 10,000 youth). In addition, an analysis of reading achievement showed that 30 percent of Harlem's children were reading below grade level at the third grade, 80 percent were below grade level at the sixth grade. More than one-half (55.4 percent) of the pupils who went on to senior high school dropped out before graduating.

Mr. J. Edgar Hoover in his report to President Johnson on the recent racial disturbances throughout the country vividly describes the community. "It is an essential part of the background to recognize that many of these areas are characterized by miserable living conditions, houses that are badly maintained, many of them rat infested and filthy. Drunkenness, narcotics peddling, prostitution, idleness, frustration, poverty and lack of opportunity are part of the atmosphere many people in these districts breathe.

It is notable, however, that the general conditions above described exist not only in most of the seven cities where riots occurred, but also in varying degrees in several hundred other cities where no riots occurred."[2]

THE DROPOUT

But even in these decaying communities there are youth helped and encouraged by their parents and the schools, who refuse to resign themselves to a life devoid of striving, aspiration and ambition. They struggle, study hard, become good school citizens, graduate and enter the professions or industry. Unfortunately too many succumb and drop out of school - many at age 16 with less than 10 years of education.

But let me indicate how this student appears from the school's perspective and within the school on the point of his final decision. My reference is a study compiled by the Maryland State Department of Education of students who quit Maryland schools during the year 1960-61. (The statistics and proportions reported in the Maryland study are remarkably consistent with those made in other locales throughout the country.)

- Of the estimated 13,715 youngsters who quit school during the year 1960-61, about 7,600 were male.

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[2] New York Times, September 27, 1964 p.82

- 46% were age 16, when school attendance ceases in Maryland to be legally mandatory. In sum, 60% of the Maryland dropouts quit school during or before their 16th year.

- About one-quarter were in Grade 10 when they quit. This is somewhat significant, since it indicates that these students are undergoing the transition from the junior to the senior high school. On the other hand, another 40% never got out of the junior high school and dropped out of grades 7, 8 or 9. We may judge that most of these youngsters were seriously over-age. Relevantly, more than 50% had been retained at least once in either elementary or junior high school.

- In the year prior to their leaving school, 60% had records of irregular attendance. In the year they left school, nearly 75% had records of irregular attendance. And during their final marking period, before leaving school, almost three-quarters failed one or more courses; almost half failed three or more courses.

- One-tenth, at the time they left school, were reading below the third-grade level; and 45% were reading at the sixth-grade level or lower.

- About half were classified to the category of "below average" intelligence. (Most studies indicate that about two-thirds of the dropouts have recorded IQ scores of 90 or above and are therefore presumably capable of completing the regular academic curriculum.)

- Slightly more than 70% had never held part-time jobs while they were in school (almost all comparison studies show that much higher proportions of students who continue on in school hold part-time jobs.) A similar proportion had never participated in any school activity -- athletic or otherwise.

- 78% of the mothers, and 80% of the fathers, of the Maryland dropouts had never themselves completed high school. 25% of the mothers, and 30% of the fathers, had never completed the sixth grade. 52% of these parents of dropouts were either unemployed or employed in unskilled jobs.

My purpose in citing this report is to suggest broadly, first, the nature of the problem as it presents itself in the school and, secondly, its social and economic roots.

ONE-THIRD OF A NATION

Havinghurst and Stiles in their excellent paper, A Statement of National Policy for Alienated Youth, stress the objectives and subjective need of youth to achieve success and confident self-identity. The ability to get and hold a job, to be a contributing and participating member in society, in essence, to be a worker recognized for his work, - these are the hallmarks of adulthood. The dropout tries desperately to enter the adult world - after all he is no longer a school boy - but here too he fails.

The President's Task Force on Manpower Conservation in its report One-Third of a Nation (January 1964) vividly describes what happens to him when he applies for induction into the Armed Services, and what happened to him before that time. He is rejected for service. If all of the 1.4 million young men turning 18 in 1964 were to be examined by Selective Service about one-half million would be found disqualified; of these 250,000 would be disqualified for mental reasons. (The mental standard is based on scores received by registrants on a written test. Failure to qualify means failure to achieve an 8th grade level of educational attainment.)

The rejectee doesn't differ from the youngster I described earlier in my presentation. He is a bit older and more devastated but still identifiable. Here too, he is a child of poverty. One-fifth came from families which had received public assistance during the past 5 years; one-half had fathers who had not gone beyond grade 8 in school; one-third came from broken homes; one-tenth had court records; and four-fifths were school dropouts. Almost 30 percent were unemployed, four times the rate for their age group; and, of those employed, most were employed as unskilled workers. Yet, almost 9 out of 10 said that they would be willing and anxious to go back to school to get basic education and skill training.

CHANGES IN DROPOUT RATES

Lest I give the impression that American schools have not improved their holding power over the years, let me state unequivocally that they have. In 1900, approximately 6 or 7 entering high school students per 100 graduated; in 1932, 1 out of 2 graduated; in 1962, 2 out of 3 graduated.

A study done by the Project: School Dropouts, titled Holding

Power/Large City School Systems[3] found that the holding power of 128 large city school systems, city population over 90,000 had increased steadily over the past four years. The rate for the class of 1963, based on grade 10 enrollment three years previously, was 70.8 percent. Even the five largest cities - New York, Chicago, Los Angeles, Philadelphia and Detroit - where the problem of the "inner city" are greater, had a holding power rate of 65. percent. Only one city school system of the 128 had a dropout rate greater than 50 percent.

EDUCATION'S RESPONSIBILITY

Until now I have discussed today's children in today's world. But today's child of 16 with a life expectancy of 70 plus years will live well into the 21st century, in a world different from ours as our world is different from the world of 1910. Because our schools have not yet begun in a large scale to tackle the problems which confront them, the problems grow and intensify. George Brain, Superintendent of Schools in Baltimore and President of the American Association of School Administrators, clearly states what our responsibility is: "Educators must declare themselves opposed to the ills of society. Educators have been opposed to disease. They ought to be equally willing and able to condemn political, social and economic evils wherever they exist." And, if I may add, having condemned them, to do something, positively and fearlessly, to overcome the evils.

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3. Daniel Schreiber, Holding Power/Large City School Systems, Washington, D.C., National Education Association, 1964.

THE CHALLENGE

New problems and new challenges are not now to educational leaders. We have faced them and resolved them before, and we can do it again today. But to succeed we must be aware of additional dimensions - the quickening pace of change, the explosion of knowledge, the seemingly stratification of society into "haves" and "have nots", the loss of faith of many that education is the path to upward social and economic mobility, and the determined strivings of the Negro to gain and hold his rights as an American citizen.

About six years ago, when Sputnik first appeared in the skies, educators were forced to concern themselves with developing the academically talented. University professors and public school administrators combined their resources - totally new curricula were developed, methods of teaching were changed and audio-visual aids were improved. We found to our satisfaction, and also proved, that large numbers of students could be educated beyond our previous expectations. The number of secondary students passing advance college placement examinations increases constantly, as does the number of senior high schools offering such opportunities to their students. If is my belief and conviction that seemingly low ability pupils, specially minority group pupils, can be educated beyond previous expectations, and the number of high school graduates can be increased appreciatively.

PROGRAMS IN ACTION

There is a tendency on the part of some of us to think that our educational problems are sui genaris to our community, and that the solutions if they can be found, will be found only in our locality. Although it is true that each school system will have to tailor its solutions to its resources, yet the problem is national in scope and the practices and procedures developed by one school system can be adopted, in toto, or modified to suit the needs of another system. Conferences such as this one are almost irrelevant except that they stimulate thought and action and encourage educational leadership.

In the remainder of the paper, I shall present descriptions of some promising programs and practices, together, occasionally, with commentaries and further suggestions.

Pre-Kindergarten Programs

There are indications that, in a large majority of instances, dropout is not importantly determined even by the school process. That is, while dropout only culminates a child's history of chronic failure, there is an important sense in which many of these children never, in effect, started school. Since the roots of their failure lie in the deprivations of their pre-school experience, such children come to school with nothing like the tools, the experiences, the self-security that five and six year old middle class children possess. They do know and learn, as anyone who stops to watch them play recognizes; but their learning styles are not those that the school is generally geared to. For such children, the first experience of school -- when they are forced to sit and listen attentively for ten minutes while a teacher speaks -- is one of failure; failure from which many do not recover.

Although anxious for their children to succeed in school, the mothers usually are not only unable to help but also "unaware how their attitudes toward the school as an institution and learning as an experience"[4] contribute to the failure.

In a study of 160 Negro mothers and their four year old children, divided equally among socio-economic levels - upper middle class, skilled working class, unskilled working class and public assistance - , Dr. Robert D. Hess of the University of Chicago got quite different responses to the question: What would you tell your child as you sent him away on the first day of school? The typical answer in a working class home was, "I tell him to do what the teacher says, not to get into trouble, not to get into fights, be sure to come home after school, and don't get lost." The upper middle class mother replied, "well the teacher is sort of like your mother, you learn from her; if you have any problem, go to her; you are going to learn to read and write."[5] The lower class child comes to see the teacher as an authority figure, who can and will punish him; while the middle class child sees the teacher as a helping person, who respects him as an individual and will teach him.

I have seen reports that show whole classes to be seven months retarded in reading at the end of the first grade. Little wonder that, by the time they reach the third grade, teachers often report them to be unmanageable and without any idea why they are in school.

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[4] Robert D. Hess, Maternal Teaching Styles and Educational Retardation. Paper presented at Invitational Meeting on Secondary School Curriculum for Potential Dropouts, Washington, D.C., National Education Association. Project: School Dropouts, November 1963 (mimeographed).

[5] Idib.

For these and other reasons, it appears that among the most beneficial and promising kinds of programs, over the long haul, will be those in the nursery and kindergarten areas. Let me give a few examples.

Philadelphia Summer Program

In Philadelphia, during the summer of 1962, a special program was conducted for a group of 13 pre-school disadvantaged children. They attended morning classes, which were enriched by trips to cultural and civic centers, for four weeks; and once a week their mothers met with the kindergarten specialist to discuss child rearing. It was a small undertaking, but I think you will find some of the results interesting. On the initial battery of tests, before the program went into operation, eight of the group of thirteen were unable to name such pictures as tree, flag, pitcher, and leaf. A month later, however, when these children were retested at the end of the program, their average IQ had risen to 102, an increase of 14 points, and not a single child showed a loss of IQ points. The group went from a dull normal group - IQ of 88 - to a normal group - IQ of 102, and some children, who would have been classified as having normal intelligence were now classified as bright.

Baltimore

The school system of Baltimore, Maryland is operating six centers under its project HELP. Each of these centers, generally located in poor neighborhoods, has a staff of at least four persons, including two teachers and a Volunteer Mother (serving on a once-a-week rotating basis), which is responsible for about 30 four or five year old children. These project centers are neither day-care centers nor nursery schools; they comprise educational programs that require three-hour, daily attendance in the case of half-day centers, and six-hour, daily attendance in the case of full-day centers. And these programs are designed precisely to provide their pupils with the learning experiences they might otherwise miss. There is special emphasis on the development of language and communication skills, on the reinforcement of stable self-concepts, on the encouragement of articulation, expression and curiosity.

Equally important, great efforts are being made to involve the parents of the participating children as extensively as possible. In the first stages of the Project, no attempt was made to formalize or structure relationships with parents. The attitude of the Center staff was to establish an atmosphere conducive to free exchange of views and experiences and to the acceptance by the parents of the work of the Center. Later on, more specific parent education programs were developed, whose fundamental purpose was to help the parent help his child learn in school.

Portland, Oregon

In March 1964, I conducted a workshop for the guidance staff of the Division of Continuing Education of the Oregon State System of Higher Education. I described some pre-kindergarten programs and told them of Dr. Hess's findings. On June 15, the Division set up a pre-kindergarten class in a "culturally deprived" area. The overall aim of the program is to give the 4 year old children experiences which will enhance their chances of success once they enter public school. To this end, thirteen women (trainees) from the neighborhood were given scholarships for an eight week training session. They met five mornings a week; Mondays were devoted to lecture and discussion periods, while the other four mornings were spent in the pre-kindergarten class, under the supervision of the head teacher. Opportunities were made available each day for the trainees to discuss with the head teacher what they had observed during the day. Two additional classes are scheduled to be in operation in local churches this fall.

Dayton, Ohio

In Dayton, Ohio five elementary schools in cooperation with the Ohio State Center for School Experimentation, are developing improved instructional methods for culturally deprived children in kindergarten through grade 2.

READING

The almost universal characteristic of school dropouts is poor reading achievement. Dr. Ruth Penty found that three times as many poor readers as good readers dropped out of school.[6]

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6. Ruth C. Penty, Reading Ability and High School Dropouts, Journal of the National Association of Women Deans and Counselors, Washington, D.C., October 1959, pp. 11-15.

Allen H. Barton found that progress in reading in school is relative to socio-economic class; that reading retardation in elementary grades rises steadily among working-class children; and, conversely, that reading advancement rises among upper class children at a commensurate rate.[7]

Compounding the difficulty is the fact that many secondary school teachers of English are not well prepared to teach reading. A recent survey done by the National Council of Teachers of English found that almost half of all high school English classes in the United States are taught by teachers who did not major in the subject in college; 65% of them felt shaky in the teaching of composition, and 90% in the teaching of reading.

In their efforts to improve initial reading, some school systems have instituted the Augmented or Initial Teaching Alphabet Method which was found to be successful in England; other systems have turned to Gattanga's *Words in Color* where each phonic is represented by a different color. The Reading Center of Hofstra University and eleven school districts in the country have just begun a four year study to determine the best time and method to teach reading. Of the 2,000 children who will be involved, half will begin reading in kindergarten and half in the first grade. Three methods will be used: the Initial Teaching Alphabet, the

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7. Allen H. Barton, *Social Class and Instructional Procedures in the Process of Learning to Read*. Paper presented at the National Reading Conference, University of Virginia, December 8, 1962.

conventional method of learning the whole word, and intense phonic approach using the conventional alphabet. Teachers selected for the program are volunteers who were given identical training in workshops conducted by Hofstra University.

Cornell University operating under a grant from the U. S. Office of Education has set up Project Literacy which has as its major purpose basic research which is essential to understanding the acquisition of reading skills. It is hoped that the Project will facilitate the translation of research findings into classroom procedures and materials.

These cooperative undertakings by schools and universities may help overcome disabilities in reading which lead to failure and discouragement. Other school systems have attacked the problem by increasing the number of remedial reading teachers and by in-service training of teachers. In the original Higher Horizons program remedial reading teachers not only worked with small groups of pupils, four periods a week, but also gave demonstration lessons and trained other teachers in the use of improved techniques of teaching. In the Addison Junior High School in Cleveland, special reading classes of 20 pupils are taught by two teachers of long experience. In a series of six Saturday morning workshops, teachers of other subjects are taught methods of teaching work-attack skills. These teachers devote the first 10 minutes of their classes to reading problems as related to their subject.

STAFFING OF SCHOOLS

Two recurring and pressing problems faced by school superintendents are the staffing of "inner city" schools with quality teachers and retraining the teachers in these schools.

Last May, the New York City School System announced that a special program, known as the More Effective Schools, would be instituted in underprivileged neighborhoods. Class registers would be limited to 15 in the pre-kindergarten classes and 22 in the upper elementary grades. In addition, each school would have the services of 3 guidance counselors, one psychologist and two social workers. On September 14, the opening day of school, school officials had to make an urgent plea for teachers to volunteer. A week later a member of the teacher's organization which helped develop the program added his voice to the school's plea. As of today, I don't know whether either plea was successful in attracting teachers to these schools but I do know that without teachers the program cannot succeed.

One way to overcome this difficulty is to have prospective teachers do their student teaching in these schools so that they will be prepared to teach them. Hunter College in New York City and several schools in Harlem engaged in such a program. In a period of 2 years and a half, 51 volunteers entered the program and 37 remained to teach.[8]

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[8] Vernon F. Haubrich. Teachers for Depressed Areas" in A. Harry Passow (ed.) *Education in Depressed Areas*, New York Teachers College 1963.

The Teaneck, New Jersey, Board of Education in cooperation with the National Conference of Christians and Jews conducts a 15 week program in human relations for its teachers. The theme for this year is: "The role of a teacher in a pluralistic society".

The Seattle, Washington Board of Education sponsors a 3 day workshop on improving the education of the disadvantaged. The sessions which run from 4 to 10 P.M. on Thursday and Friday and all day Saturday carry in-service credit. Outside experts are invited, and, in addition to formal presentation, the teachers divide into small groups to discuss in depth various problems and possible solutions.

HOUSING AND SCHOOL BUILDINGS

The "inner city", being the oldest part of the city, contains the oldest school buildings. Some are 75 to 100 years old. Added to the problem of trying to conduct a 1964 educational program in a structure built in 1885 is the fact that the number of children attending the school usually far exceeds maximum capacity. A recent study released by the Board of Education in Washington, D. C. showed that whereas there were 104,000 pupils (59,000 Negroes; 45,000 whites) attending the schools in 1953, there were 144,000 pupils (119,000 Negroes; 25,000 whites) in the schools in 1963. Using an average of 1,200 pupils per school, 35 new schools would be needed to house the additional 40,000 pupils; and if we add to this, the need to replace the old buildings, the capital construction costs become staggering, if not prohibitive.

The inability to keep abreast of new housing often compels superintendents to place classes, sometimes entire schools, on short-time schedules. That is, children attend school 4 hours a day instead of 5 hours. This schedule cheats the "inner city" child - the child who can least afford it - of one-fifth of his formal schooling each year; and in five years, of an entire year. Although he has been going to school for five years, the actual time spent in school is the same as for a child who has been attending full-time school for 4 years. Undoubtedly, this contributes to his retardation and underachievement.

The answer, short of building new schools, is to find adequate housing. Several superintendents have relieved the overcrowding by utilizing space in under-utilized schools, which quite often are located in other sections of the city. Although this may lead to an increased cost because of the necessity of busing the children to school, yet it is cheaper than building new schools. Other superintendents have installed mobile classrooms in school yards; and, some have rented space in public housing developments and settlement houses in order to insure each child 5 hours of instruction daily.

TESTING - PLACEMENT AND PREDICTION

In a speech delivered last April, Dr. Buell G. Gallagher, President of the City College of New York, stated that teachers in Harlem schools "do not believe that the children in their schools can learn." This belief according to Dr. Kenneth Clark is based the low-intelligence and achievement test scores of the children. Since, in many schools, IQ and achievement scores are used as criteria for class placement, minority group children are frequently placed in the "slow classes" and seldom in "bright classes". In fact, there are junior high schools with pupil populations of 1,500 which, using an IQ of 125 as a screening device, cannot find even 25 pupils to fill one class of the academically talented.

Because of these low IQ scores, many teachers do not expect the "inner city" child to function at grade level. They feel that an eighth grade child with an IQ of 80 on a group test who is reading at the sixth grade level is doing as well as could be hoped for, and to demand higher levels of achievement will lead to frustration. But what if the group intelligence test is neither reliable nor valid for this population? Then present class placement and special curriculum offerings need to be scrapped.

In Guidelines for Testing Minority Group Children, published by the Society for the Psychological Study of Social Issues (Ann Arbor, Michigan) this year, psychometricians are continued to use extreme care in interpreting standardized test results. Three principle reasons are given:

1. The test may not provide reliable differentiation in the range of minority group scores.
2. Their predictive validity for minority groups may be quite different from that for the standardization and validation groups, and
3. The validity of their interpretation is strongly dependent upon an adequate understanding of the social and cultural background of the group in question.

In Project 43, the forerunner of the Higher Horizons Program, selection of the potential college pupil was based on teacher estimates of potential, the judgement of guidance counselors, evidence of sustained intellectual interests, as well as IQ scores. Of the 105 pupils who were tested at the beginning of the project and retested 3 years later, 78 showed an increase in IQ. 40 gained more than 10 points; 13 gained more than 20 points; and, one child gained 40 points. A campaign of the academic achievement of the Project group with their predecessors after one year at a senior high school showed that:

1. for the pre-Project group of 105 pupils, 5 percent passed all their academic subjects and 2 percent had averages over 80% or better.
2. for the Project group, 25 percent passed all their subjects and 12 percent had averages of 80% or better.

Last year, the New York City Board of Education abolished the use of IQ tests and sought new ways to guage the intellectual ability and potential of children. Educational Testing Service of Princeton, New Jersey was engaged to see whether it could develop other criteria and means of identification. On September 24, 1964, Dr. Joseph O. Loretan, Deputy Superintendent of Schools, announced that new procedures will go into effect, experimentally, this month in 25 schools. Each first grade teacher received an "observational guide" titled, "Let's Look at First Graders". The 55-page experimental edition of the guide directs the attention of teachers to important aspects of intellectual development. It also suggests various types of classroom behavior that reveal development in specific areas, and provides forms for recording the teachers' observations.

For children who do not exhibit the behavioral signs spontaneously, special performance tasks are being designed that will draw out the desired reactions in a learning situation. There will also be a set of written exercises, designed as a series of lessons rather than as a test, to measure intellectual capacity.[9]

SUMMARY

In my presentation, I have attempted to cover and delve into those problems which I consider most urgent and relevant to the urban school, and the solutions to which will be most productive. I am mindful that the educator in the urban school is also beset by the same problems as are his colleagues in other systems - education of the creative child, of the academically talented, work study programs, team teaching, non-graded schools, etc. Neither have I forgotten to discuss the use and deployment of non-school volunteers, cooperative working relationships with non-school agencies, or the new school programs available under the Vocational Education Act of 1963 or the Economic Opportunities Act of 1964, but there just isn't time.

The Educational Policies Commission, in its excellent pamphlet, Education of Disadvantaged Americans, states that "so mplex is the process of promoting the development of human beings that every school, even the best, is in constant need of adjustment and improvement." Some traditional methods will continue to be effective and should be used, but new conditions cry out for radically new measures. And educational innovation is essential to success.

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[9] New York Times, September 24, 1964

Today, far too many young lives, with all the potential and real talents and capabilities they embody, are being wasted and crushed. Their redemption requires inventiveness, energy and dedication in order to assure them a meaningful, authentic life as participating citizens. This, in essence, is the challenge given to educational leaders by the "inner-city" child.

TUTORING THE DISADVANTAGED CHILD*

Dr. Frank Riessman**

Introduction

Before I discuss tutoring, I have a simple message relating to it that I would like to put before you:

I think you can do a tremendous amount in tutoring disadvantaged youngsters by way of opening up their interests, making a real connection with them, and helping them to make a meaningful connection to school. But I do not think tutoring is a fundamental approach to the education of the disadvantaged child. Two myths have appeared on the American scene; two approaches seem to be developing for the education of the disadvantaged: the pre-school and the remedial. I am entirely in favor of pre-school education and remedial education, but I do not think that either of them is fundamental, and we get lost if we make them the central issues.

The combination of these two approaches seems to imply the following: "Children from low income homes have a terrible background and they cannot easily get along in the schools. Let us get them very early and prepare them so that we do not have to ge the schools very much. We can keep the schools as they are and prepare the youngsters at an early age so they can be attuned to the school and its culture. If we fail, let us remedy the situation with remedial techniques at a later point."

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* Presented at the Tutor Orientation Symposium, October 17, 1964, under the auspices of the Office of Tutoring Services and Georgetown University.

** Dr. Riessman is presently with the Department of Psychiatry, Albert Einstein College of Medicine. He is author of The Culturally Deprived Child (Harper & Row, NY, 1963) and co-author with V. Cohen and A. Pearl of Mental Health of the Poor, Free Press, 1964.

I submit this is the wrong basic lines because the fundamental [illegible] has to be done in the school itself, not in extra-school experiences and not in pre-school experiences.

Change Needed in the Schools

At the center of what needs to be done, it seems to me, are the following:

1. A basic change needs to be made in the character of the school system itself, by bringing into the school the indigenous low income non-professionals as teacher aides, as assistants in the classroom, etc. These people would provide models for the disadvantaged youngsters, and would also help in changing the whole character of the system from a top heavy middle class kind of situation to a more representative one.
2. There is a need for an intensive teacher training program aimed toward building teacher respect for disadvantaged children and their families. An example of a highly successful program of effective teaching of the disadvantaged is Samuel Sheppard's in the Banneker School District in St. Louis. His teachers have not only been very successful in quickly bringing the youngsters "up to

grade level" but have also been much more contented themselves, and have not dropped out of the "slum" schools. There are waiting lists of teachers who want to come into Dr. Sheppard's school system!

The Tutor's Role

Having said this, I shall now try to put tutoring in its proper context. At the present time the school system has failed the disadvantaged child because it has not understood this child: his style, his culture, his strengths. The school has emphasized his deprivations, his weaknesses, his limits. And in placing the emphasis on his deficits it has emphasized the wrong deficits. I think the fundamental deficit of low income youngsters is ignorance and lack of know-how. I do not think it is intelligence. I don't think it is linguistic ability, or any of the cognitive defects that are usually assumed.

In the context of the assumption that the school system is failing these youngsters, the tutor becomes enormously important.

I am reminded here of the study conducted at the Bank Street College of Education. Fifty people, school personnel, were brought together from all over the country to work with highly disadvantaged emotionally disturbed children, as measured by a series of criteria. The main criterion was that the children were in the "600" schools for disturbed children in New York City. These youngsters were doing very poorly in schools, were low achievers, and were having lots of trouble. What happened to these youngsters during the one math project? For one hour in the morning, one teacher worked with one child in a tutoring context. The child felt tremendously rewarded by having his own teacher, having one person concerned with him, with whom he could really "level" and possibly identify to some extent. (I am not suggesting this happened in each case.)

Apparently a great deal of improvement occured not only in the academic work of these youngsters but in their behavior problems as well in the following year. Most of the follow-up analysis of the project seems to indicate that the most important thing that happened in the experiment was the one hour one-to-one situation.

What the Tutor Needs to Know

It is extremely important for the tutor to aim high -- aim for a real connection to the child or youngster. A strong effort should be made to find things that catch his interest, and relate his interests to the school world which is quite alien to him.

In order to help the youngster there are two general areas that the tutor has to know something about: One is the culture of the low income person and the other is the cognitive style, or way of learning, of these youngsters.

Low Income Culture: People working with these youngsters, whether they be tutors, teachers, or guidance counselors, need to become interested in low income culture, not only through reading anthropological material but through artistic materials -- reading novels, seeing movies, making comparisons with other low income cultures.

ions around books like Warren Miller's The Cool World and movie made from it may be more helpful and stimulating than anthropological text. Contrasts can be brought out and issues ulated by books and movies about the disadvantaged in other ions. Thus the British film "The Sporting Life", and "Saturday Night, Sunday Morning" may be useful. Such films and novels offer others a different perspective and a closer "inside" feeling for disadvantaged cultures.

The purpose is to get involved and interested in the meaning of this culture. Let us take an example. It is widely contended that in Negro, female based, low income families, where there is no consistent father in the home, boys grow up lacking in masculinity. It is further argued that these youngsters, lacking a male figure to identify with, need men in the school to compensate for this lack. I think they need men teachers but for a different reason.

Let me explain what I mean: I was puzzled by this problem for many years. My everyday observations about the Negro family were nothing like what I had been told to expect of this family. I observed children at two and three years of age in the neighborhood where I lived in New York City: They were tough, strong, masculine kids. They did not seem to have suffered in the obvious way I would have expected them to have suffered from not having a consistent father in the home. They stood up for themselves, they fought back, and so on. Some people contend that when this occurs their peer groups at 15 and 17 years of age, this is compensatory. But -- you don't compensate at two!

I will give you my alternative explanation of the situation where the mother brings up the child and the child is nevertheless very masculine. I think the mother teaches her sons in a remarkably effective way how to be men -- how to be tough. And she teaches them in two ways: by providing a model for imitation, since she is a very tough person, and by telling them "stand up for yourself, hit back when someone hits you (just don't hit me, because I'm tougher than you are.)" I think this is why these highly masculine kids don't like a prissy, highly feminine school system. It is not because they didn't have fathers in the home, but because they happened to have a fairly masculine upbringing which they would like to have continued in the school. I think this is part of what is involved, although I know this is contrary to what you are usually told about the matter. All I'm asking is that you become interested in this issue; I'm not asking you to believe it.

What I am really concerned with is that you became interested in the puzzle of this behavior. Why, for example, do Puerto Ricans have safety dreams about their children? Is this over-protective? What is the meaning of the broken family in the low income situation? Does it really mean the children are not taken care of or does the family regroup around the mother, and the matriarchial figures such as the grandmother, and form an entirely different kind of life? What is the meaning of the extended family structure?

These are the kinds of questions I think you should be interested in. This interest in his culture will allow you to connect with the disadvantaged child, and you will find it easier to select novels, plays, music that might interest him. Finding material that will interest him and discussing this with him is much more important than any formal exercises which you can go through with the child.

Understanding the Learning Style: Keep in mind that the style I will present to you very briefly is not existent in every child you are going to be working with. It is a rather general model. I suggest that the most central feature in it is the physical way of learning. These children like most to learn things through touching them, through doing something with them, through acting upon them and through seeing them. Taking trips with the youngster and actually participating in some action with him that is not verbal alone, is crucial. It is the key not only to the understanding of his style, but to the way of developing verbalization in him. *If you set up learning situations around things he can see, do, touch, and feel, you will make a much greater connection with him*.

These youngsters very often have a slow style, which is connected with this physical style. If you had to *do* things with everything you talked about, you might be slower in talking about them. There are other reasons for slowness, including insecurity, lack of knowledge, ignorance, lack of know-how. Part of your job as a tutor is to appraise, in your interaction with the youngster, something about the nature of his style. Why is he slow? Is this a temporary thing which he will get over as he gets over his anxiety? Or is it something that is a reflection of a basic physical style and temperament which may be one important way of learning? We have come to believe that learning through reading and writing and hearing and speaking is the only way of learning. I am suggesting that this is one style and a perfectly fine one. I am not deprecating it. I think, however, that there are other styles and other combinations of styles and that disadvantaged youngsters are more often likely to have styles which have the physical quality. Many middle class people have dimensions of this style as well, and some even have it in a strong form, but it is more characteristic of low income youngsters.

The Tutor's Style: Related to this entire discussion about the culture and learning style of the low income youngster is the matter of the teacher, or tutor's, style, and his approach to these youngsters. I think that what they would like most in a teacher can be summarized in two words: informal authority. Informality and authority are not seen as contradictions: and the poor like both. They like teachers who are strict, definite, know what they are doing, ordered and organized, but on the other hand they like directness, simplicity and warmth.

To the extent that you can function in this way it will be responded to very positively by the youngsters. However we all have individual styles, and if some things I mention do not fit you, do not try to assume them. If you are not really getting somewhere with a particular child in terms of his style and yours, I suggest that you not work with him for a long period of time, that you switch and work with another child who may be more responsive to your particular style.

What You Can Do

I suggest that you make a great effort to develop the know-how of the youngster. Make the assumption that he knows nothing about how the school works. A few of the "know-hows" are: how to take tests, how to listen, how to work in groups, how to make an outline, how to study.

These deficiencies are much more changeable than the cognitive factors. I worked with a youngster not long ago in high school. She came to the tutoring session and told me that she had done well on a test she had taken. "How well?" I asked. "About an 80." Next week, we went over this paper on which she actually received a grade of 40%. "That's a pretty bad estimate" I said. "You really don't know what's going on. You're getting 40's and you think you're going to get an 80. Let's look at the paper." Originally, she told me that she had answered most of the questions, and when we looked at the test paper she had answered all 50 short answer questions and gotten 40 right out of the 50. But, she failed to answer three other questions which happened to be essay questions. She didn't realize that the essay questions counted the other 50%. She didn't know how the test was divided up or that in general, essay questions count more than short answer questions. She knew nothing about how to answer essay questions. She did not know that you could bull, for example. Or that you could write part of the answer and outline it and show some general knowledge and that you could get some credit for this! She thought you either knew it or you didn't know it.

She didn't know how to get out of herself her own knowledge. She didn't know, for example, how to take some information that she knew and free associate to it and deduce from it and thus extend her answer to the question. (Incidentally, it is not true that everyone who does this knows that he is doing it, but these are two of the techniques by which you expand your own knowledge.)

These youngsters don't know how to listen to teachers. (I take notes as a form of gearing my attention to listening, otherwise my mind will wander. I force myself to listen by taking notes even though I may never look at the notes again.) People have to learn their own particular style of listening and attending. These youngsters have learned nothing about this. I think they are abysmal failures in this area. I think they are terribly bright, verbal, spontaneous, but they have no ability at all in terms of this kind of know-how.

The tutor can make a tremendous contribution by teaching them about the school rules, how to listen, how to make tests, how to make outlines.

Another contribution that the tutor can make is to help them to develop their interests and style. In order to do this you have to do something with the youngster that he feels like doing - go to a baseball game, a football game, the aquarium, the zoo, a science exhibit, an auto race. This will help you to find materials that can be used for teaching purposes. You don't just say "did you go to that movie last night? Let's discuss it." It won't do. You've got to go to the movie with him and find out how perceptive he is in areas that interest him.

Appropriate Teaching Technology

Let me list a number of approaches that may have special value for low income children:

1. The "organics" approach of Sylvia Ashton Warner. Her book The Teacher should be especially valuable in utilizing the interests and strengths of these youngsters, and should guard against their being "acted upon". She wrote an earlier book called Spinster which is also valuable.

2. The Montessori System, which envisions a 35 to 1 ratio of children to teacher. The stress on sensory materials and on order in this approach should be particularly congenial to low income youngsters.

3. Role-play. This is a very simple technique and you don't have to become any great expert to do this in an academic context. You can act out history lessons, act out literature lessons, act out words.

4. All kinds of games: "In the Manner of the Adverb," Robbins' "Auditory Set" Game.

5. *Scope*, the new magazine published by *Scholastic Magazine* is particularly attuned for teaching the disadvantaged.

6. The journal *Negro Heritage*. Address: P.O. Box 8153, Chicago, Illinois.

7. The use of "hip" language. I am not suggesting that in our every day informal talk we use "hip" talk. I am suggesting that "hip" language, the language of the street, can be used in a formal lesson to advantage. I'll give you some examples of this:

This is a poem by Langston Hughes, which was used in a Syracuse, N.Y. teaching program for disadvantaged youngsters:

> I play it cool and dig all jive.
> That's the reason I stay alive.
> My motto, as I live and learn,
> Is: Dig and Be Dug in Return.

This fine poem by Negro author Langston Hughes opened a new world of learning to a class of ninth graders at Madison Junior High.

The poem was presented to the class by Gerald Weinstein, curriculum coordinator of the Madison Area Project.

A teacher had complained to Weinstein that her students "practically fell asleep" when she read a poem called "The Magic Carpet" from a standard school anthology. (We've all fallen asleep to that poem.)

Weinstein came to the rescue with Hughes "Motto" and distributed copies to the class. This is his account of what happened:

- After the students read the poem, there was a long moment of silence, then came the exclamations:

"Hey, this is tough."

"Hey, Mr. Weinstein, this cat is pretty cool."

"Hey, it's written in our talk."

But when asked the meaning of "Playing it cool", the students had difficulty in verbalizing the idea. And you might have come to the inaccurate conclusion that they are inarticulate and non-verbal and all the rest of the sterotypes. Weinstein was much cleverer than that. He decided to have a role playing situation acting out playing it cool. They decided that Weinstein take the part of a teacher and they assigned some boy to play it cool.

Weinstein was the teacher and the boy pretended he was walking down the hallway.

"Hey you," said the teacher, "you're on the wrong side of the hall. Get over where you belong."

Without looking up, the boy very calmly and slowly walked to the other side and continued without any indication of what was going on in his mind.

That was "playing it cool."

When Weinstein asked a boy to show what he would do when not playing it cool, a verbal battle ensued. Now they woke up and were able to verbalize about this. Their grammar is better than you think it is, when they get involved and are willing to verbalize around something they have seen and participated in.

The class began offering definitions for "playing it cool": calm and collected, no strain. Weinstein suggested another, "nonchalant." A new word.

Next came a discussion of the phrase "dig all jive."

One student told how he once got into trouble because he didn't "dig the jive" of a group of streetcorner toughs.

So the message of Hughes' poem, the class discovered, was that he "stayed alive" because he "dug all jive" -- understood all kinds of talk.

Hughes' motto was to "dig and be dug in return" -- understand and be understood.

Recently in tutoring a disadvantaged high school student in English, I employed a hiptionary in completely systematic and formal fashion. The first and rather immediate result was that the student learned a great many new English word definitions for the "hip" words with which she was long familiar:

Hip Word*	Definition
"bug"	to disturb, bother, annoy
"cop out"	to avoid conflict by running away, not considered admirable or honorably accepted
"cool it"	to be quiet, peaceful, tranquil
"far out"	not comprehendable
"weak"	inadequate, inappropriate

Words such as "tranquil", "inappropriate," etc., were not known by this youngster, but through use of the hip "word game" she quickly became familiar with them and derived great pleasure from a new found use of various "big" words.

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* The words in this list were taken from a hiptionary entitled "The Other Language" developed by Anthony Romeo at Mobilization for Youth, January, 1962. Another is by Elliot Horne and entitled, Hiptionary.

Another dimension to consider is the whole concept of the youngsters teaching others. We have lots of indirect evidence now that people in helping others very often are much more helped themselves.

In Albany, New York, a woman by the name of Schneider, asked youngsters who had difficulty in reading to read terribly simple material to very small children. In fact, she use role-play by asking them to anticipate reading to small children and read to her. She found that in doing this their reading improved tremendously. Incidentally, I think this has a great deal of meaning for the entire integration movement. You hear a great deal of talk about what is going to happen when the white middle class more advanced youngsters get together with the Negro youngsters coming from the segregated schools, who are behind in learing. You also hear that this is one of the great sacrifices that the white children are going to put up with as they help the Negro children and hold themselves back while the Negro children catch up. This view overlooks one great possibility that we haven't really utilized: the giver of this help, in this case, the more advanced child, may learn a great deal from the experience of teaching. It is a form of learning that is particularly useful for certain children. This principle can be used very profitably in all situations in which you group children of different levels.

I have one final closing comment to make that may provide some backdrop for all that has been said. If you look at the field cation in the United States today, you see constant criticism the school system, the curriculum, the teachers, the administra-. The conformity of the system, the lack of real learning, ., are constantly attacked. Paul Goodman, Edward Friedenberg, many others have plenty of criticisms of schools and teachers. similar vein, there is constant powerful criticism of the dle-class in our country. I call this the Erich Fromm motif. has been more recently taken over by Paul Goodman. This is the netrating, deep, critical evaluation of our society, and of iddle-class people in particular, as conformists who have lost their spontaneity, their inner convictions. This criticism is very widespread. But there is one place where it barely arises, and this is when the teaching of disadvantaged children is discussed. The disadvantaged children apparently are to be made into these middle class people by the school culture; they are to be made to adapt to the oft criticized school. Suddenly when we talk about these youngsters, we have a much more idealized picture of the school and the middle class life these youngsters are to be prepared for. Suddenly these children are to be made to adjust, to conform to our wonderful ways, forgetting how critical we have been. I agree with the David Riesmans, Paul Goodmans, and Erich Fromms and many of school critics that a great deal has to be done in changing the middle class and the school. Very seriously, I feel that these disadvantaged youngsters, with their culture and their style and their positives, can contribute an enormous amount toward helping us change the middle class, and school system and the society.*

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* See John Oliver Killens, "Explanation of the 'Black Psyche', New York Times, magazine section 6, June 7, 1964, p. 37, for an excellent discussion of the Negro contributions to "our age".

UNDERSTANDING THE SCHOOL FRAMEWORK

Dr. Irene Hypps*

Mr. Henley and I are here today as examples of the "horrible public schools." It reminds me of a cartoon that I have described to groups before: A shock-haired little boy who was very aggressive, very small, frowning at his teacher as he looked at his unfavorable report card and saying to her "after all your teaching is this all you've done." I think we in the public schools who get belabored for all we haven't done after all our efforts sometimes find ourselves in that same situation.

There are two conditions I am assuming, one is that you know a great deal in general about the inner city population of the District of Columbia public schools, so far as abilities demonstrated on test scores are concerned and that kind of thing. The other assumption is that volunteer services are becoming more and more organized, and there therefore will be plans worked out in advance for cooperation between the school system or the particular school, and the volunteer groups or the volunteers.

The public school historically is one of our traditional public institutions. Where this socially is a protection to our democratic form of government, its institutionalization in American

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This sometimes tends to make change slower in being translated into practice than in less traditional areas of public life. Such change in the mass machinery of public education has to evolve through many layers of what some persons might call bureaucratic organization, but what we think of as administrative, legislative, and financial layers before it can be implemented on the supervisory and instructional level.

You and I may agree that the machinery is ponderous, but until you and I, as voter-citizens, can devise simplification of our municipal, state and (in the case of the District of Columbia) federal procedures, we have to learn to work in relation to this expected tempo of major changes that require official consideration, sanctions, legislation, appropriations and final implementation all along the line. This is an adjustment in temperament that volunteers must be prepared to understand without frustration. This does not mean that creativity is to be blocked or constructive ideas suppressed. Instead, to overcome any seeming inertia anywhere along the line -- and much of the line lies outside control of the public school's authority, particularly in the District of Columbia, new forces are always needed. The schools are changing but so slowly that they need your pioneering help.

Another concept that volunteers should incorporate firmly into their anticipation of rendering tutorial services is that the public school is an organization of human beings and not of paragons. Principals, all other school officers, teachers, special service personnel and counselors are individual personalities, each with a continuum of interests, abilities, of strengths and of weaknesses. The too frequent practice of judging the public school system by the strengths or weaknesses of one individual employee -- on whatever level -- is a most distorted form of evaluation.

It is quite possible that some of you as volunteer tutors may come in contact directly with only one school representative. So please keep in mind that just as in your own family, neighborhood, church or synagogue, there also are all sorts of people in the public schools. It is only the bond of their common concern for education that binds them together and through some kind of spiritual chemistry unites them in a common cause or even in dedication to that cause. This is the value you must focus on as your supportive framework.

The public schools are overburdened as are most of our public institutions -- hospitals, courts, recreation centers, etc. -- by the numbers to be served, by the red tape of procedures and by public pressures. This does not make for a relaxed atmosphere or for freedom from tensions. Just as children who live in compressed two-room, ten-family housing are not always ideal little pupils; teachers and officers who may be in stressful situations may not always be bright, cheerful, attentive and sympathetic personnel at a particular moment when you may happen to contact them for information and guidance.

It would, however, be fallacious to believe from any little disappointment that you may encounter, that you and your contribution to the modification of pupils' problems is not highly appreciated. It's only that we will have accepted your gift, received you into our family, and in the hustle and bustle of a big 6,000 personnel family, life may not stay as conscious of the need for observances of the little social amenities that you might expect.

A fourth area that calls for your understanding relates to books, equipment, special services and all kinds of learning materials. These usually are in limited supply. Deficiencies are being overcome and this year's school budget requests, if approved by the D.C. Commissioners and Congress, will make adequacies in these areas possible.

Now you may say, what is the value in my giving my time and my skill to pupils in the public schools until both they and I have the space, material, and assistance by personnel that are needed to do an effective tutorial job. Frankly, may I confess that the tutorial program may or may not be academically effective with each individual pupil involved. What does happen is that the contact that you as a tutor establish with each pupil is of intrinsic value.

This is a circumstance peculiar to the tutoring or any other one-to-one continued situation. This kind of individual focus and relationship seldom can occur within the regular classroom. For far too many of our children, it does not occur within the home.

Yours is, therefore, the unique opportunity of wisely supplementing the effective development of the boys and girls with whom you work, as individuals. For without effective development, cognitive or academic growth will be proportionately less.

Another suggestion: services such as tutorial assistance are more likely to be of the financially unpaid variety than the paid. That makes the need for some sense of reward essential. When I was a young teacher, I did do an occasional service to a pupil or two beyond the call of duty. Afterwards, when any of them happened to express their gratitude and say to me, "If it hadn't been for you, I could not have passed that examination," or "I would have had to drop out if you hadn't gotten me a job," I used to glow. No dollars paid to me could have been sweeter. But one summer at a Curriculum Workshop at Sarah Lawrence College I learned this basic truth: that teachers who worked in such a way that pupils recognized that the teacher did it rather than helping the pupil do this for himself, rendered a disservice. It is the pupil's confidence in himself that must be developed.

There are three kinds of school people and I am sure there are similarly three kinds of tutors: (1) the eager beavers or over-achievers who keep everybody else strained trying to keep them busily satisfied; (2) the undependable beavers who sometimes keep their appointments on time and sometimes do not, who, when they are on the job work willingly and pleasantly, but let the program lag without due notice when they won't be there at all. Finally, here are the workmanlike beavers who consistently cooperate with the public school as an institution, with public school personnel and with the pupils referred to them for service. These are the salt of educational worth and may their hosts never disappear.

You have before you a wonderful adventure in human giving. Give wisely so that the outcome may be not praise for yourself, but the secret joy of knowing that through your generous, well-organized assistance, a boy or a girl learned how better to understand and utilize those tools of learning that may make the difference between his becoming a socially productive citizen or from frustration developing negatively.

Don't try to supplant his parents or his teachers, just add your strength to theirs. It may well be that this little additional support is all that is needful for success. We in the public schools are grateful for your unselfish example and deeply appreciative of your worth. May I salute you, as you start on what should prove a rich experience in living well for yourself and for others.

SOME PERSPECTIVES FOR THE TUTOR

Herman A. Meyersburg, M. D.*

In the decade since public school integration, and in particular during the past five years, there has been an explosive growth of volunteer tutoring programs in the Washington, D.C. area. The children being tutored are part of the so-called culturally deprived population, who have regarded education with fear and distaste. The task of helping them change these attitudes and their academic performance is difficult. I shall attempt briefly to spotlight some of the special problem areas the tutor may expect to encounter, and to indicate where I can, fruitful avenues along which to proceed.

In the program with which I am familiar, there has been a high attrition rate among the volunteers. We have been an operating group of about 100 of whom 80 or so are tutors. We have had to keep a constant recruitment to replace those who dropped. Over the course of each year this turnover has been about 50%. Personal life problems, and moving away from the metropolitan area accounted for only a small proportion of the withdrawals. Other reasons mentioned for discontinuance were: personal discomfort in the tutoring situation; lack of responsiveness of the children to be tutored; impatience with the rate of change observed; and failure of the program to provide clearly defined rules and methods. Some could give no reason. On further consideration, there did appear to me to be a number of issues worth our attention.

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I. Change, even in a successful or constructive direction, is painful.

In our tutoring programs we have established for ourselves several objectives: we want to help the child we tutor remedy deficiencies in his preparatory education; we want to help him improve his study habits; we want to help him qualify for training in a field of his interest; and, we want to help him develop enthusiasm and self-direction for his further education. The child, his family and the community should be pleased...so we would think. The matter is not this simple. Let me give you an illustration. Frank was a college freshman several years ago. He was the only one of his crowd to go on to college after finishing high school. Most of his buddies had not bothered to finish. He came to campus full of enthusiasm, but during the first two weeks he noticed that he was becoming intensely uncomfortable. He could not explain it and became so preoccupied that the was unable to study and sought the help of the college counselling staff. He had not been able to sleep, to eat or to study for several days. A visit home only served to increase his distress and perplexity. He had looked up a few of his old crowd and discovered to his dismay that although they seemed to take him for granted, he felt a bit estranged from them. They jokingly referred to his success, and his going away to college, and teased him about the pretty girls on campus. Upon his return to the college, he began to feel that he was undergoing metamorphosis of an alarming sort, and that parts of his body were changing shape and would drop off. He conferred twice with the counsellor and soon came to the recognition that his boyhood was behind him, that he had to say goodbye to familiar chums and activities, and that his educational success was the "cause" of his suffering. He shed some tears about this, rapidly repaired his sense of well being and settled down to his studies within several days.

Frank, from our point of view, was successful. But his success led to his losing both the common ground with his chums and his accustomed satisfactions in living. Simultaneously, he had come into a somewhat strange setting, which required both a new point of view and new skills. Man's sense of security is determined largely by two sets of interdependent, balanced forces. One of them external or social and the other internal or psychological. In growing up under particular social conditions each individual develops psychological instrumentalities that equip him for his society. Changes in the social setting or changes in his psychological forces put him, temporarily at least, out of his element, and render him uncomfortable (insecure). The changes we are seeking to bring about can have the same impact. In some instances, merely the tutor's interest in producing change can be sufficient to trigger alarm in the child, or to cause him to resist the tutoring effort.

The discovery that things do not go simply can be discouraging to the tutor. Some will attribute the difficulty to lack of motivation in the child and regard their efforts as failures. If a tutor remains, and accepts his challenge, he will be confronted with the task of coming to some extensive revision of his own preconceptions. He will find to his surprise that he will have become involved, painfully, in the change which he has been attempting to induce in his protege. If I have made my point, you will have heard that the successful approach to tutoring may bring forth a cry of pain from the child. This, in turn, will set off a resonating pain in the tutor, and both may recoil from the experience. Paradoxically, what the tutor may regard as a failure in the approach to the student may not be regarded entirely as a failure by the student, but rather, as a triumph over the forces which seek to dislodge him from his customary orbit.

II. The relationship between the tutor and the child is an important factor influencing change.

The tutor as a rule is more highly educated than the average for the community whose children he is tutoring. In addition to his academic training he also has inculcated in him a strong middle class bias. By this I mean that he subscribes to the ideals of the great American civilization and considers the technical and material props of our society to be evidences of a higher standard of living. He tends to regard differences in modes of living as being better than or worse than his own and has difficulty in recognizing them as valid alternatives. He sees what he ventures to do in the tutoring program as improving those whom he helps and of raising their standards. To some extent these concepts can become absolutes. In any case, this bias makes itself felt in his contact with the child and with members of the child's community. Whatever evaluation the tutor makes of their way of life, he must recognize that over an extended era it has permitted its devotees to survive if not to prosper. It lies at the root of their sense of personal worth and dignity. Attempts to alter it will produce temporary disturbances in these important self-concepts.

By the same token, the life-style of the tutor may be quite foreign to the child. Some experiences in living must be shared between the two in order to permit mutual regard and trust to develop. Then each can recognize the values of the other and come to a freely-made contract. Not all tutoring pairs will arrive at such a relationship. Each individual may try again with another partner. The tutor can help the child make the transition. Preferably this getting-acquainted period should precede intensive tutoring. The younger children usually will respond more readily (and favorably) than the older ones. At this point, the tutor may find himself priveleged to look deeply into another's life. Regardless of what he sees, he must look with compassion. He may be called upon to help with problems which are a long way from the classroom.

III. To merit the pain of change there must be something to be gained as a result.

Our work in tutoring is with an eye to fulfilling a demand our society makes upon us. We are striving to draw more individuals into the main stream of our culture, and into its positions of leadership and responsibility. Our society is undergoing frequent and far-reaching changes in its technology. Consequently, it has a continually varying requirement for personnel trained as skilled laborers, technicians, scientists and administrators. Concomitantly, with the demand of new skills, old ones become obsolete. This trend in our civilization will thrive only when it is supported by the fullest development of our human resources. The largest reservoir in our population for this human development is among the underpriveleged; precisely those with whom we now are tutoring! But, a large proportion of persons in these lowest economic echelons have been trained to expect for themselves only menial type jobs, regardless their education, their skill or their courage. These very same attitudes they pass along to their children, in whom we encounter them as resistances to learning, or as aspirations for their ultimate employment. The following incident is illustrative: a group of junior high youngsters from our project went on a tour through the ultra-modern National Institute of Health. At the end of an obviously enjoyable and exciting day, in which many of the laboratories and libraries were visited, a small group of the boys were overheard in a conversation. One remarked, "Isn't this a dandy place"? One then replied, "It sure is". The first one then said "Boy, I wish I could get a job here as a janitor". A year or two later, when we began our nursery school program, we discovered that some of these attitudes already were represented in the three and four year olds, whose spontaneous repertory of games upon first coming into the nursery school setting, was limited to two; scrub-the-floor and wash-the-dishes. It took a bit of instruction for them to become interested in other games.

One factor which tends to facilitate individual willingness to enter into and persevere in the process of changing is what we might call "the resonably expectable outcome". Paraphrased, this will sound like, "Yes, but what is all this going to do for me?" Even those who say, "Education is a fine thing. I'm all for it. Wish I'd have had more myself", may have tongue-in-cheek. A major attraction of education, and consequently of the tutoring effort, is that social and economic improvement can accrue to those who participate. As of now, this is feasible only to a limited degree. Along with the preparation for greater participation in our technical world, must come job opportunities for all individuals who qualify through training. Failure to match individual education and skill to suitable openings can lead only to heightened disillusionment and more persistent entrenchment of that which we are seeking to modify. Can we, as tutors, expect to span the gap? No. The tutoring alone cannot do this. But as tutors we must face the reality of our world and address ourselves to this problem.

The initiative, on the community level, for the move toward this objective may have to become one of the functions of a tutoring program.

IV. The Tutoring Relationship Develops Gradually

With some awareness of the foregoing processes and problems, the tutor can plan to begin his work with a pupil. His choice of subject matter in which to tutor should be based on his own competencies. He should choose to work in areas in which he is in a position to be of help with most of the predictable problems of the child. He should be able to recognize and acknowledge when his information is deficient or obsolete. It should then be possible for the student and tutor together to go to suitable source material to seek out the information or to decide that consultation with someone more expert might be in order. The acceptance of ignorance is, after all, basic to education. The scholar, the scientist, the pioneer and the explorer are confronted with it almost constantly. In this age of change it may well become a daily issue for us all. Much is to be gained from such experiences in tutoring situations. The process of interchange which takes place will permit the relationship to develop so that in a reasonably short time, both participants can know if it is worth their while to continue.

In summary, let me say that there are some just-below-the-surface issues which bear strongly on the tutoring: Success, not alone failure, can produce painful side-efforts; suitable respect for the life-style of the child may be necessary for the tutoring to be accepted; and there must be some reasonable probability that education can have a rewarding application 'out there' where the jobs are. An unhurried approach to the child, permitting mutual respect and trust to develop can have the most rewarding long-range effect.

It is my opinion that the disparity between what the tutor expects and what he discovers is responsible for the dropout rate in his ranks. Acquainting him with some of the foregoing issues, I hope, will encourage him to continue. In so doing, he will broaden his awareness of his community, and will have contributed to his own growth as well as that of the child he tutors.

WHAT IS SUCCESS?

Dr. David Iwamoto*

Have you ever stopped to wonder what makes a tutor successful? I often ask our tutors, "How did your lesson go tonight?" One tutor might beam and say, "I have never been more satisfied, I feel I've accomplished a great deal tonight." While another might say, "Well, I don't know. I feel inadequate." Still another might say, "Frankly, I don't feel I am doing them any good. I feel as though I am just going through the motion."

Tutors, how successful are you? Would you like to make a mental check on this questionnaire scale? As a tutor do you feel --

☐ Successful almost all the time.
☐ Successful more often than unsuccessful.
☐ Successful about half of the time.
☐ Unsuccessful more often than successful.
☐ Hardly ever successful.
☐ Uncertain.

What Makes Tutors Successful ?

According to a dictionary definition, a tutor is a person who gives individual or small group instruction and guidance in academic and personal matters. A successful tutor is one who does this job well. But "instruction and guidance in academic and personal matters" includes a multitude of tasks. Just who do tutors do? Here are a few of the more important tasks:

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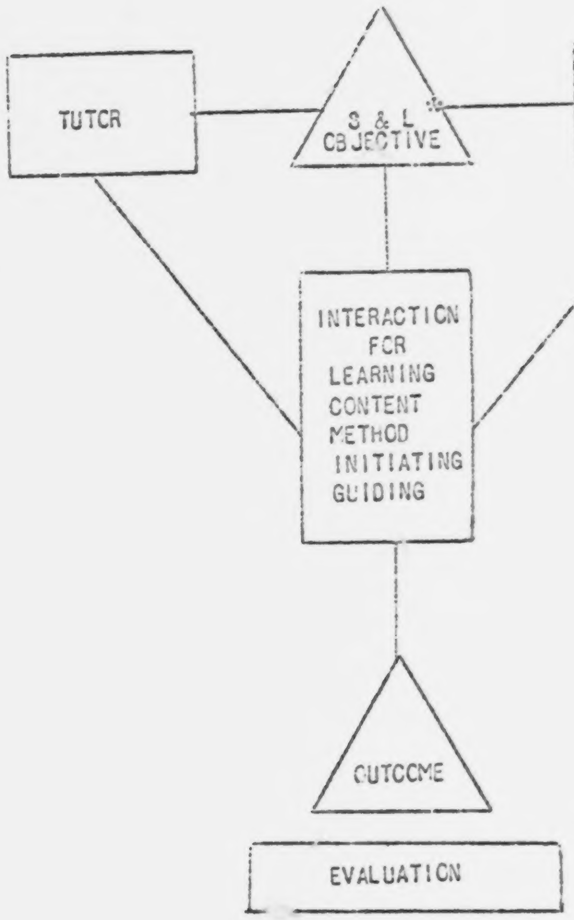
1. Providing a quiet place to do homework; improve study habits.
2. Developing skills in observing, listening, and speaking.
3. Developing an appetite for learning.
4. Supplementing school work in reading, writing, and arithmetic.
5. Providing diagnostic and remedial help.
6. Providing educational, vocational, and psychological guidance.
7. Developing basic understanding of health, disease and good health habits.
8. Developing a sense of responsibility and self-direction; how to make a wise choice.
9. Helping the student to become a wise consumer and a good provider.
10. Become a friend to the family and a big brother to the student.
11. Developing esthetic interest and moral values.
12. Help them do the things they can do better.

Obviously, we cannot take on all these tasks; we do not have the time, we do not have the facilities, we do not have the money, and many of us do not have the qualifications to do some of these tasks. Then what can we do and how can we do it well?

To answer this question, let us look at (1) the fundamental principles applicable to all cases of the tutorial process, and (2) the testament of successful experiences, and superimpose them.

The Tutorial Process

The tutorial process may be diagrammed into these components. The tutor and the learner decide on what to do. The objective is selected in terms of the tutor's qualification, his knowledge of the learner, and the achievability of the objective. The objective is then sharpened and made specific so that it may be kept in sharp focus throughout the learning process and may be used to evaluate the learning performance at the end. The tutor and the learner interact. The interaction involves the wise choice of content, the selection of appropriate methods of instruction, and the skillful initiation and guidance of learning. The outcome is the achievement of the objective as determined by evaluation. We go through this process whether we are aware of it or not. One mark of a successful tutor is how well he does on each of these steps.


TUTOR
S & L *
OBJECTIVE
LEARNER
INTERACTION
FOR
LEARNING
CONTENT
METHOD
INITIATING
GUIDING
OUTCOME
EVALUATION

The Testament of Successful Experiences

Student A. Student A came to our Center and asked for help in homework. She came two times a week. She was always on time and never missed a session. But she would come without her assignment or her textbook. "Where is your homework? ... shrug ... "Don't you have any homework?" ... silence ... "What do you want to do?" ... shrug .... "Let's work on some problems." ... silence .... A half an hour, an hour, one session, two sessions, she just sat ...either watching the tutor explaining the problem or sitting there with her eyes glued to the desk. What to do. Why does she keep on coming back?, the tutor asked. Obviously we cannot pursue the first objective.

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* S & L= Short and Long Range Goals

The tutor then said to the student "let's go for a walk. Show me your neighborhood. Where do you live, where do you shop? What's that building there?" The tutor explored the community. This went on for about 2 weeks. One day she came with her notebook and plunked down a list of 15 questions and said "Help me do this."

Can you identify the tutor's objective, the content and the method he used. Why was it successful?

Student B. Student B came to us because she had reading difficulties. Her tutor, a professional teacher, gave her a reading test. Then she began to teach by phonics. Student B caught on quickly and within 6 months they were able to switch from reading to composition. "Write about the tragedy of the President's death and its influence on your life," said the tutor. The resulting composition was sent to Mr. Robert Kennedy's office. Both tutor and student were invited to the Attorney General's office to the delight of the student, who received a P.T. boat pin.

Can you identify the tutor's objective, the content, and her imaginative method? What made it successful?

Student C. Student C came to our center with three sisters. One was a twin and her oldest sister, 16, looked many months pregnant. Student C's brother was in jail. Her household in addition to herself consisted of 3 sisters, her father, her father's girl friend, her father's girl friend's baby, her grandmother, and her grandmother's boyfriend. Her mother lived several blocks away with her boyfriend. Student C needed help in reading and in arithmetic. Her tutor took stock and (1) asked the school to send this student to a reading clinic; (2) she notified the school that student C might need a pair of eye glasses; and (3) she notified the Center's Caseworker that this family needed help. Student C will come to our center with her supper of crackers, candy, and soda pop. One day her friends reported that she was not able to come that night because her sister's boyfriend gave her a beating for resisting him. Another time she came with a burn on the side of her neck. Her twin hit her with a hot iron. From her teachers we learned that Student C never gives anyone trouble. She volunteers to run errands for the principal's office. She was well liked by her teachers. She was held back in the 7th grade for two years. Her tutor's work last year was to help her pass into the next grade which student C did last June. One day she came to us and said, "My mother was drunk in the street and everyone laughed at her. I had to take her home. Why does she disgrace me all the time." Her twin sister is now pregnant. All sisters are not strangers to the juvenile authorities. But Student C is different. Will the environment overwhelm her? What chances will this girl have in life? What can we do to help her?

Conclusion

What makes a tutor successful? My advice to you is to become familiar with the tutorial process then next we meet you can tell me what makes a tutor successful.

BRINGING EXCITEMENT TO THE LEARNING EXPERIENCE

Dr. Arthur Pearl*

If we are going to try to make a learning experience exciting, (and I think tutoring and tutors can help make learning an exciting experience), there are many things the tutor has to do.

First and foremost, anything he does has to be meaningful. It has to be part of what the child knows; it has to lead to something that is useful. It has to draw upon a past experience, competence and talent. I'd like to give an example of what I mean.

One of the things that we wanted to do with the young people, school dropouts, we hired and taught to become research people, was to show them they knew quite a bit about mathematics already, even though they didn't recognize it in the schooling context. Most of them, having grown up on the streets of Washington, knew something about gambling, and in a very short while we were able to point out to them that their knowledge of shooting craps was really basic to the study of probability and that many of them knew more about probability than our graduate mathematics students. (Incidentally, the fact that I knew more about probability than they did made me very important to them. For a long time before they knew my name they knew me as the "odds man".) Similarly, many of them can compute baseball averages, which is a relatively complicated thing to do. Yet if you ask them to do long division, this is beyond them, although this is precisely what they do when they compute their batting averages. I am not saying you have to become an expert crap shooter or know about baseball in order to be a tutor, but I am saying that there are strengths, there are knowledges, that you can draw upon.

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Secondly, any kind of tutoring experience has to be challengingly do-able. While you may aim high, and I think you should, there should be a staging and a phasing-in process. There should be an inventory of skills, so that when you do attempt to bring about a change, a development of confidence, this is done through a well thought-through program. Although we may have to do this on a trial and error basis, we should always try to think through what we are trying to accomplish at any particular time, and determine how it fits into a broader, larger and more ambitious sequence.

Then I think what is perhaps most important is that any learning experience should be enjoyable. We make education terribly dull, we make it painfully dull, and there is really no excuse for it. Part of the reason for this though, and I think it is important to recognize it, is that we make it dull because we tailor activity to our needs. We establish the rules of the game to put ourselves at ease, and what we are comfortable with can sometimes be extremely tedious to the person on the other side of the table. One of the reasons why we don't know enough about the life styles of the disadvantaged is that we only study the disadvantaged in uncomfortable situations. For example, in a study of delinquency we undertook to find out what would happen if instead of using graduate students to interview delinquents, we used delinquents to do the interviewing. Interviews with both types of interviewers were tape recorded. One delinquent, interviewed by the graduate student, was inarticulate and nonverbal -- as expected. With the delinquent he talked up a storm, and there was no question about his ability to express himself and express himself in complicated terms! The problem is that we continually impose the rules and structure and do not even recognize how destructive these might be in developing a relationship.

Another aspect of a tutoring experience is that it must generate a sense of competence. I don't think we really fully appreciate the importance of a sense of competence in another human being. Robert White, who makes this a very important part of his theory of personality development, points out that if people become more competent in what they do they change as human beings. We do not engender enough of this sense of competency. If you have ever seen a person grab hold of a new word or new concept, particularly if it is a big word that he has not used before, notice how he almost attributes magical qualities to this new competence, this new thing he can do. Yet often we do not build this sort of excitement into a tutoring experience. Tutoring should not only engender a sense of competence, but this should be part of a program that continues to engender a sense of self-confidence, which is too rarely used in training. If anything, we might find that for the disadvantaged youngster the experience of an educational program has had just the opposite effect - destroying confidence in himself and lowering his self-esteem, and has been a terribly degrading and humiliating experience. If we do not attempt to change this in attempting to deal with young people, all we are doing is to continue to reinforce the problems they have had in the past.

Also, a tutoring experience should engender a sense of self-determination. Most young people in disadvantaged circumstances feel that they have no control over their own destiny, and that much of the world is out there lined up against them. They feel they have a very limited latitude of alternatives, very few choices available to them. The opportunity for choice and the opportunity to be more in command of one's own future, which now is lacking should be an important part of a learning experience for the disadvantaged child. This can only be done in an atmosphere of self-respect, an atmosphere in which the tutor makes a real effort to reach the youth as a human being. There has to be integrity and honesty in the relationship; it can never be a "con" game. There can never be a pretense of real love or affection if there is no love or affection, and once responsibility is assumed by the tutor, forfeiture of that responsibility cannot be covered with a phony excuse. You have to own up if you have failed to do what you said you were going to do.

That the tutoring relationship must be based on self-respect, honesty and integrity is probably the most fundamental thing I can try to get across to you. And you cannot engage in a 'self-conning' operation and pretend to do more than you are really doing, or elevate your role in the eyes of the person with whom you are working.

I would like to throw in a few more caveats concerning what has to be done in a tutoring relationship:

- Particularly with disadvantaged youngsters, you have to extirpate every element of colonialism. You are not taking on a smart man's burden, your job is not to come in and impose your superiority on some allegedly inferior youngster, and we have a lot of difficulty in eliminating this from our makeup.

- You have to get away from pre-judging capabilities. You cannot assume, on the basis of certain kinds of tests, or on the basis of what a person is now doing, that his potentialities are limited. The truth is we have no idea of what people's potentialities are; the only thing we do know for sure is that no one is realizing his full potentialities. Our job is to help people do better than they are doing, not to impose artificial limitation.

- We cannot emphasize inadequacies. We cannot tutor people because they are inadequate in certain things. We have to emphasize adequacy, and show that utilizing a person's strengths in one field can extend into other areas the school finds important. The most important thing you are going to find when you deal with disadvantaged youngsters is that they have a tremendous number of capabilities that we never fully exploit.

-- We cannot assume pathology because these young people have a disturbed home life and live in much more disadvantaged circumstances than we. Because we think they must be terribly wounded and hurt we feel we must continually bandage them rather than train them. I am continually amazed by the lack of pathology in the most strenuous circumstances. There is a potential for growth, yet if we focus on what we think is sickness, we will not make use of it.

-- I would also like to stress this: We cannot hook these kids into our own problems. We should examine carefully why we are in this business, and be absolutely sure that we are not here because we need to be loved, or because we have need for power, or we need to have control over other human beings, or we need to express our love. The disadvantaged young person has enough troubles without having to become saddled with ours.

-- We have to be sure that we are not doing anything that tends to reinforce a picture of lack of self worth. To a large extent young people, particularly disadvantaged young people, have come to feel they are not worth much in our society. And they come to feel this because that is what we tell them every day: Be sure that in your tutoring you don't go back and do this all over again.

I hope when I give you these do's and don'ts that you do not feel I am asking too much from you as a tutor. There is really no need for charisma; there is no single type of person who is going to be effective. Everyone can make a contribution if they are able to do a couple of things.

First of all, don't take yourself too seriously. You are probably not going to do very much good and you are probably not going to do terribly much harm in your tutoring work, so don't exaggerate your own importance and don't exaggerate your role. I think if you can try to make a realistic appraisal of what you can do, you can do a lot more than if you try to exaggerate that role, or lose your sense of humor.